

# Year One Implementation Goals

Created Tuesday, April 03, 2012

Updated Thursday, July 19, 2012

---

## Page 1

What are your goals for personalizing learning at your school?

As you approach on the first year of implementing your Future-State Design, please reflect on the structures or practices that you must implement at your school this year in order to be on track toward realizing your vision for personalized learning. Then, use this section to record 2-4 Implementation Goals that you will pursue in Year 1.

For each goal, we'll ask that you reflect upon how it aligns to the iZone Framework, how you will measure your progress toward meeting that goal and what supports you'll need in terms of policy, compliance and accountability to realize this goal.

## Implementation Goal 1

Please describe one Implementation Goal that you will pursue at your school this year:

Please be sure that your goal is specific and aligned to your Future State Design. Please include a timeline for implementation.

*Over-arching goal:*

*To create a truly personalized, student-centric school model that supports students' intellectual, social/emotional, and physical growth and well-being.*

*Implementation Goal # 1:*

*We will enhance our students' daily experiences in school through extending the advisors' role well beyond an advisory course, so that students spend at least 180 minutes a day with their advisor in a variety of settings (advisory, workshops/studios, conferences, field-experiences).*

*iZone Alignment:*

*New Student and Staff Roles, Personalized Learning*

*Rational:*

*We believe that students benefit from having personalized advisors as well as having access to skilled facilitators throughout the day. To find the balance, an advisor will not only lead a daily advisory course, but also "push-in" to their advisees' other courses. By "pushing-in" the advisor can leverage their relationship with and knowledge of their students as learners to ensure: students' needs are being met, they are on track, and they have access to personalized opportunities/ guidance.*

*Crux Challenges:*

- 1. Design role clarity and professional development plan around Facilitator vs. Extended Advisor*
- 2. Design a flexible schedule that supports each advisee's M.M.A (minimum minutes with advisor) to maximize opportunities for advisees and their advisors to collaborate*
- 3. Manipulate the budget to support this teacher-heavy hiring model*
- 4. Distribute roles and responsibilities amongst a teacher-heavy staff to offset the disparity of support staff to instructional staff.*
- 5. Design interim goals and assessments to capture the effectiveness of our model (i.e. is it supporting students in the way that we envisioned, how do we know?)*

Which principle(s) of the iZone Framework does this goal address?

You may select multiple principles.

- 
- Personalized Learning Plans
- 
- New Student and Staff Roles

How will you assess your progress toward meeting this goal? What are the key outcomes that would indicate your success toward accomplishing this goal?

Please be specific. Examples of desired outcomes can include: *each student will receive a mastery-based progress report next year; all 12th grade students will participate in exhibitions of learning in the fall; 10th grade teachers will have a common prep for planning each week beginning next spring; etc.*

*This summer:*

- *Hire the "right" teachers that can effectively implement this model*
- *Meet with the network to manipulate the budget to support at least 9 teachers*
- *Design role clarity/ PD plan to train teachers as extended advisors and facilitators.*

- *Design a flexible schedule that supports model*
- *Assign students to advisory groups based on interest/ need*
- *Design interim goals*
- *Collect data to assess the effectiveness of our model*

*Jan/June:*

- *Meet with students and teachers to discuss the benefits/ areas in need of improvement regarding the Extended Advisor model (Assess)*
- *Review interim goals and data to determine the effectiveness*
- *Adjust our model for the following semester based on feedback/ data*
- *Refine advisor/ facilitator tools to reflect shifts in the model*
- *Staff professional development around Facilitator/ Extended Advisor activities.*

*What success will look like:*

- *25% increase in individual attendance based on 8th grade attendance records*
- *100% of students being matched with at least 1 personalized opportunity in the first year*
- *90% of students achieving their personalized reading goal*
- *90% of students achieving their personalized writing goal*
- *90% of students achieving their personalized mathematical thinking goal*
- *90% of students achieving their advisory goal (set by advisor/student based on need and interest)*
- *80% of students publishing at least one product through Dragon Entertainment in their first year*
- *80% of teachers reporting “Agree” or “Strongly Agree” that the model supports a student-centric approach to the learning in the survey*
- *80% of students reporting “Agree” or “Strongly Agree” that having their advisor at multiple points in the day was helpful to their learning*

## What supports will you need to implement this goal in terms of accountability, policy and compliance?

As you implement this goal you may come across certain systems and structures that act as roadblocks to implementation. In some cases, the iZone may be able to help you maneuver around these roadblocks, either by providing direct support, or by guiding you to sources that can help you find your way around challenges.

Please review the Policy in Innovations document prior to listing the supports you would like to request from the iZone.

- 
- Class Size/Teacher of Record
- 

For each of the areas you selected above, please describe your ***specific and detailed request for support*** or simply indicate that you would like ***general guidance or advocacy*** to implement this goal:

Please be specific and review the Policy in Innovations document for guidance prior to completing this field.

*We may need support messaging and thinking through the extended support that our teachers will be giving to students (since it conflicts with UFT contract about time limits).*

Please describe any other supports will you need to implement this goal in terms of accountability, policy and compliance:

*We could use support from Big Picture (namely Dana and Carlos) to help us design the Extended Advisor's/ Facilitator model. We would benefit from Al Sylvia's support with training teachers to be effective advisors using relevant personalization tools.*

## Implementation Goal 2

Please describe one Implementation Goal that you will pursue at your school this year:

Please be sure that your goal is specific and aligned to your Future State Design. Please include a timeline for implementation.

*We will support students' ability to create meaningful quality work products by creating studio spaces related to our themes (Media Art, Music Production, Game Design, and Engineering) that are staffed with a variety of mentors (Facilitators, advisors, peers, parent volunteers, external experts, and both High School level--11th and 12th-- as well as College interns).*

*iZone Alignment:*

*Spaces and classroom design, New Student and Staff Roles, Personalized Learning*

*Rational:*

*We believe that students benefit from having the space, tools, and guidance to create work products that are meaningful to them. We also believe that when given the opportunity many adults and peer mentors are willing to share their passion and expertise both in school (staffing studio spaces) and out of school (internships, field visits, community service projects, etc.).*

*Crux Challenges:*

- 6. Design the spaces (What will they offer? How will they be used? What do they need?) with student input (to increase ownership).*
- 7. Design a flexible schedule to staff the studio spaces*
- 8. Manipulate the budget to support paying staff and purchasing materials (supplies, hardware, software, furniture) needed for the spaces.*
- 9. Secure resources (grants, volunteers, curricula) to support studio spaces.*
- 10. Develop the peer internship program in year 3 and year 4. (Older students staffing studio spaces for younger students).*
- 11. Create clear expectations for the uses of the spaces to ensure sustainable use.*
- 12. Design interim goals and assessments to capture the effectiveness of studio space utilization (i.e. is it supporting students in the way that we envisioned, how do we know?)*

Which principle(s) of the iZone Framework does this goal address?

You may select multiple principles.

- Personalized Learning Plans
- New Student and Staff Roles
- Flexible and Real World Learning Environments

How will you assess your progress toward meeting this goal? What are the key outcomes that would indicate your success toward accomplishing this goal?

Please be specific. Examples of desired outcomes can include: *each student will receive a mastery-based progress report next year; all 12th grade students will participate in exhibitions of learning in the fall; 10th grade teachers will have a common prep for planning each week beginning next spring; etc.*

*This Summer:*

- *Design the spaces with student, parents, staff*
- *Write additional grants to secure additional supplies (to sustain the spaces)*
- *Promote volunteer/ intern opportunities at colleges/ in the related industries*
- *Design expectations for usage*
- *Design schedule to staff spaces*

- Design/ find curriculum that supports using the spaces well
- Design interim goals
- Collect data to assess the effectiveness of our model

Jan/June:

- Meet with students and teachers to discuss the benefits/ areas in need of improvement regarding the studio spaces (Assess)
- Review interim goals and data to determine the effectiveness
- Adjust our model for the following semester based on feedback/ data
- Refine studio usage expectations tools to reflect shifts in the model
- Professional development around potential studio activities.

What success looks like:

- 90% of school day has open studio time/space
- 80% of students publish at least one product through Dragon Entertainment in their first year
- 80% of teachers reporting “Agree” or “Strongly Agree” that studio spaces supports a student-centric approach to the learning in the survey
- 80% of students reporting “Agree” or “Strongly Agree” that studio spaces their support their learning

What supports will you need to implement this goal in terms of accountability, policy and compliance?

Please review the Policy in Innovations document prior to listing the supports you would like to request from the iZone.

- 
- N/A
- 

For each of the areas you selected above, please describe your ***specific and detailed request for support*** or simply indicate that you would like ***general guidance or advocacy*** to implement this goal:

Please be specific and review the Policy in Innovations document for guidance prior to completing this field.

N/A

Please describe any other supports will you need to implement this goal in terms of accountability, policy and compliance:

May need some support thinking through how to schedule these spaces with non-DOE approved people (volunteers in the community, parents, guests, etc.)

Would you like to enter another goal?

Yes

## Implementation Goal 3

Please describe one Implementation Goal that you will pursue at your school this year:

Please be sure that your goal is specific and aligned to your Future State Design. Please include a timeline for implementation.

*We will support our students' ability to take ownership of their learning by planning competencies-based curricula and implementing a mastery-tracking system of "grading."*

*iZone Alignment:*

*Next Generation Curriculum Assessment*

*Rational:*

*We believe that the transparent nature of mastery tracking supports and encourages students to take ownership of their learning by communicating clear feedback about a student's individual growth toward a specific competency. In addition, competencies-based curricula allows teachers more flexibility when planning units, which in turn supports a teacher's capacity to personalize assignments and projects. When these two things are in place, teachers can personalize student work and students take ownership of their lives and learning. Though we believe you cannot give students ownership, you create the conditions that promote students to take it.*

*Crux Challenges:*

*13. Design clear competencies and examples of units that address them.*

*14. Plan and provide professional development around competencies-based curriculum planning.*

*15. Create or purchase a system for mastery tracking.*

*16. Plan and provide professional to engage staff mental models around grading.*

*17. Plan and provide professional development around looking at student work through a mastery-tracking lens.*

*18. Plan and provide professional development around using feedback from the mastery tracking system to improve both instruction and curriculum design.*

*19. Teach students to interpret and use the feedback from the mastery-tracking system to take ownership of their learning.*

Which principle(s) of the iZone Framework does this goal address?

You may select multiple principles.

- 
- Next Generation Curriculum and Assessment
- 

How will you assess your progress toward meeting this goal? What are the key outcomes that would indicate your success toward accomplishing this goal?

Please be specific. Examples of desired outcomes can include: *each student will receive a mastery-based progress report next year; all 12th grade students will participate in exhibitions of learning in the fall; 10th grade teachers will have a common prep for planning each week beginning next spring; etc.*

*This Summer:*

- Hire the "right" teachers that can effectively implement this model
- Meet with the teachers to begin working through assumptions about the organization of curricula and about grading systems
- Design and facilitate PD to train teachers as curriculum designers.
- Meet with vendors to discuss and demo possible products for mastery tracking.
- Design and prototype curricula
- Design interim goals

Jan/June:

- Provide on-going PD
- Meet with students and teachers to discuss the benefits/areas in need of improvement
- Review interim goals and data to determine the effectiveness
- Adjust PD for the following semester based on feedback/ data
- Support the growth of teacher competency around design and implementation.
- Use assessment data to track pathways for student learning provided by system and maximize them

What does success look like:

- 100% of students can interpret and explain their own assessment data
- 80% of students can use their own assessment data to plan projects or make choices about what they need to work on to improve
- 80% of units are organized around competencies
- 90% of teachers achieving their personalized curriculum design goal (PD goal)
- 90% of students achieving their personalized mathematical thinking goal
- 90% of students achieving their advisory goal (set by advisor/student based on need and interest)

What supports will you need to implement this goal in terms of accountability, policy and compliance?

Please review the Policy in Innovations document prior to listing the supports you would like to request from the iZone.

- 
- Data Systems
- 
- Credit Recovery
- 
- Seat Time

For each of the areas you selected above, please describe your **specific and detailed request for support** or simply indicate that you would like **general guidance or advocacy** to implement this goal:

Please be specific and review the Policy in Innovations document for guidance prior to completing this field.

*In the "Policy in Innovations document" there was not a specific category outlined for data systems. However, we would like support in translating our competency-mastery based grading system into DOE friendly data (STARS, ATS, Galaxy). We will also need support sorting through the accreditation process that the State has recently revised.*

Please describe any other supports will you need to implement this goal in terms of accountability, policy and compliance:

*It would also be helpful to have a middleman (i.e. Big Picture or Authentic Education) to serve as a mentor in working with teachers to design curriculum and assessments around our key competencies (both school-wide, and subject specific).*



Would you like to enter another goal?

No

## After You Submit...

After you submit this form, you will have the option of downloading it for future reference. Since your Implementation Goals will be the basis for your Component Partner and Laptop requests, please select the "Download Your Responses" option after you submit in order to have a copy of your goals on hand as you complete your planning.